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ABSTRACT

This booklet is intended for practitioners interested in administering, hand scoring, and providing individualized feedback reports on the Leader Attributes Inventory (LAI), an inventory designed to provide assessment data on 37 leader attributes. The following topics are discussed in the booklet's six sections: preparing the instruments for use; administering the instruments; following up on nonrespondents and scoring responses; preparing individualized feedback reports; presenting the feedback reports to ratees; and following alternative directions for administering the LAI by mail. The bibliography lists 14 references. Appendixes constituting approximately 80% of this document contain the following: sample LAI individualized feedback report, sample and blank forms (additional information form, ratee identification form, and scoring worksheet); directions to ratees; norm group definitions; charts comparing LAI self-ratings with the average of LAI observer ratings, the vocational administrator norm group, and the vocational teacher leader norm group; standard errors of measurement; charts for recording predicted level of leader effectiveness; table listing Leader Effectiveness Index scores predicted from LAI scores, and sample LAI individualized feedback report. Copies of the LAI Observer Rating Form and Self-Rating Form are also included. (MN)

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NCRVE

National Center for Research in
Vocational Education

University of California, Berkeley

LEADER ATTRIBUTES INVENTORY: DIRECTIONS FOR ADMINISTERING, SCORING, AND PREPARING INDIVIDUALIZED FEEDBACK REPORTS

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LEADER ATTRIBUTES INVENTORY: DIRECTIONS FOR ADMINISTERING, SCORING, AND PREPARING INDIVIDUALIZED FEEDBACK REPORTS

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Related Readings from NCRVE

for **Leader Attributes Inventory: Directions for Administering, Scoring, and Preparing Feedback Reports** (MDS-1049)

by Jerome Moss, Jr. and Qetler Jensrud

Leader Attributes Inventory *Manual*

This manual contains (1) the rationale for, (2) the development and psychometric characteristics of, and (3) an explanation for the use of the Leader Attributes Inventory, which yields a diagnostic assessment of leadership performance in vocational education. By J. Moss, Jr., et al.
MDS-730/September 1994/$8.50

Leader Effectiveness Index *Manual*

This Manual should be of particular interest to potential users of the Leader Effectiveness Index (LEI), as well as to those who study leadership and its measurements. The Manual contains (1) the conceptualization of leadership which provides a foundation for the LEI, (2) an explanation of how to use the instrument, (3) a description of the LEI's development and psychometric characteristics, and (4) a report of the process used to create an appropriate norm group. By J. Moss, Jr., et al.
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MDS-736/December 1994/$45.00

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EXECUTIVE SUMMARY

This booklet should be of particular interest to practitioners who are interested in administering the *Leader Attributes Inventory* (*LAI*) to groups of individuals, hand-scoring the data from those instruments, and providing individualized feedback reports to each participant for the purposes of leadership diagnosis and development. The *LAI* is a 37-item inventory that has been developed and tested to provide assessment data on 37 leader attributes.

It is assumed that a coordinator executes the process of administration, data collection, and providing feedback reports. Data collection consists of obtaining data from the person being diagnosed on a self-report form and from five individuals who know the person well using the observer forms. The feedback report consists of three charts: (1) a comparison of the self-report scores and the average scores from the five observers on each attribute, (2) a comparison of the average scores from the five observers and the average scores collected from a national norm group on each attribute, and (3) a prediction of leadership effectiveness.

The process of administration and generation of feedback reports is delineated in a detailed fashion, taking the coordinator from the initial steps of instrument preparation to the final stages of presentation of the feedback reports to the participants. This document contains the following: an introduction to the process, how to prepare the instruments, how to administer the instruments, how to follow up on nonrespondents, the process of preparing the feedback reports, the process for providing the feedback reports to the ratees, and alternative directions for administering the *LAI* by mail. There are 17 appendices that include such tools as calculation worksheets, blank forms, and charts. Examples of each step in the process are provided for clarity and ease of understanding.

INTRODUCTION

The *Leader Attributes Inventory* (*LAI*) has been designed to make a diagnostic assessment of 37 attributes—characteristics, knowledge, skills, and values possessed by individuals—that predispose successful performance as a leader in vocational education. The instrument, which comes in a Self-Rating Form and in an Observer-Rating Form, consists of 37 items (attributes). A six-point response scale accompanies each item. The scale describes the extent to which the person being rated possesses the attribute. The instrument yields 38 scores, one for each of the 37 items (attributes) and an average score for all 37 attributes.

The person whose leader attributes are to be rated (the ratee) completes the *LAI: Self-Rating Form* by rating her- or himself on the 37 attributes. Five of the ratee's subordinates (or peers if there are an insufficient number of subordinates) who know the ratee well at work will complete the Observer-Rating Form by rating the ratee on the 37 attributes. Individualized Feedback Reports are then prepared that (1) compare the ratee's self-ratings with the average of her or his observer-ratings on the 37 attributes (and a composite average of all 37 attributes), (2) compare the average of her or his observer-ratings with a norm (comparison) group, and (3) predict the level of leadership performance expected of the ratee in her or his norm group. It takes a coordinator approximately two hours to complete the first ratee's feedback report and approximately one hour for each additional ratee. Therefore, the coordinator should plan for enough time to complete the feedback reports after they are returned.

Information about the development of the *LAI*, its psychometric characteristics, and the establishment of norm groups is contained in the publication entitled *Leader Attributes Inventory Manual* (MDS-730). The *Leader Attributes Inventory Manual* may be secured from the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652, or by fax: (309) 298-2869.

A companion instrument, the *Leader Effectiveness Index Manual* (MDS-815), is also obtainable from the National Center for Research in Vocational Education, Material Distribution Service. The *LEI* is a multirater instrument that measures a ratee's performance on six leadership tasks and gives an overall rating of effectiveness.

PREPARE THE INSTRUMENTS FOR USE

It is assumed that you (the coordinator) are responsible for managing the process of administering the *LAI* and preparing Individualized Feedback Reports. These directions are written to assist you in these tasks. There are two ways to administer the *LAI*. You can either assemble a group of individuals to be rated (ratees), such as in a classroom or workshop setting, or the *LAI*s can be mailed to individual ratees in the field. The directions for a group setting will be discussed first and the directions for mailing the *LAI* to ratees will be discussed at the end of this manual.

First, read the *LAI* Individualized Feedback Report in Appendix A to acquaint yourself with the end-product that you will be developing. This is an example of the Individualized Feedback Report that you will prepare for each ratee.

A. Assemble the two *LAI* forms into sets.

There is a Self-Rating Form and also an Observer-Rating Form for the *LAI*. A ratee completes the Self-Rating Form, and five individuals (either subordinates or peers) rate the ratee using the Observer-Rating Form. The different forms are put into sets to ease coding of the forms (which will be discussed later in these directions).

1. Determine the number of individuals (ratees) for whom you will be preparing Individualized Feedback Reports.

2. Take a Self-Rating Form and five Observer-Rating Forms and place them together with the Self-Rating Form on top. This constitutes one set.

3. Assemble as many sets as there will be ratees.

B. Assign ID numbers to each set of instruments.

Lack of confidentiality in ratings is apt to invalidate the results of the assessment. To ensure confidentiality, the name of the ratee and rater do not appear on any of the forms. Also, the raters should be directed to send the completed forms *directly* back to you, the coordinator. Since it is necessary, however, to identify the ratees so that the Individualized Feedback Reports can be developed, ID numbers are used for tracking and identification purposes.

1. The ID number consists of five digits. The first four digits are used to identify the ratee being rated and to order the forms sequentially. The fifth (last) digit designates the type of person that is doing the rating. For Self-Rating Forms, the last digit is "0," and for Observer-Rating Forms, the last digit will vary from 1 to 5 with 1 delineating the first observer, 2 the second, 3 the third, 4 the fourth, and 5 the fifth. Examples of ID numbers and the type of form to use are provided below:

1st ratee set:

ID No.	
00010	ratee #1 (Self-Rating Form)
00011	ratee #1, 1st observer (Observer-Rating Form)
00012	ratee #1, 2nd observer (Observer-Rating Form)
00013	ratee #1, 3rd observer (Observer-Rating Form)
00014	ratee #1, 4th observer (Observer-Rating Form)
00015	ratee #1, 5th observer (Observer-Rating Form)

2nd ratee set:

ID No.	
00020	ratee #2 (Self-Rating Form)
00021	ratee #2, 1st observer (Observer-Rating Form)
00022	ratee #2, 2nd observer (Observer-Rating Form)
00023	ratee #2, 3rd observer (Observer-Rating Form)
00024	ratee #2, 4th observer (Observer-Rating Form)
00025	ratee #2, 5th observer (Observer-Rating Form)

25th ratee set:

ID No.	
00250	ratee #25 (Self-Rating Form)
00251	ratee #25, 1st observer (Observer-Rating Form)
00252	ratee #25, 2nd observer (Observer-Rating Form)
00253	ratee #25, 3rd observer (Observer-Rating Form)
00254	ratee #25, 4th observer (Observer-Rating Form)
00255	ratee #25, 5th observer (Observer-Rating Form)

2. As can be seen, the first four digits on the Self-Rating Form are the same as the first four digits on the Observer-Rating Forms. This allows the Observer-Rating Forms to be matched with the Self-Rating Forms as they are completed and returned.

3. Assign five-digit identification numbers (IDs) to each set of *LAI* forms, being sure to enter the ratee IDs on the Self-Rating Forms and the observer IDs on the Observer-Rating Forms.

C. Enter the date and return address on the *LAI* forms.

1. Using the space provided on the Self-Rating Form and the Observer-Rating Form, indicate the date on which you want the forms to be returned to you. (You could also hand out the forms at this time and have the ratees fill in the date.)

2. Fill in your address on each form so that the raters can mail the forms back to you. (Again, you could have the ratees do this.)

D. Prepare to collect optional information.

In some cases, such as when the *LAI* is being used for research purposes, it may be desirable to collect additional information about the ratees and/or the raters. Examples of this type of information include gender, ethnic group membership, age, present position, years of experience in present or similar positions, type of employer, and location of employer. An example of such a form is in Appendix B, however, you might want to develop your own form.

1. Prepare the form needed to collect the desired information.

2. Attach the form to the appropriate *LAI* instruments (Self-Rating Forms or Observer-Rating Forms).

ADMINISTER THE INSTRUMENTS

A. Distribute one set of *LAIs* to each ratee.

B. Prepare a Ratee Identification Form.

To ensure the confidentiality of self-ratings, the Self-Rating Form does not have a place to record the ratee's name, address, and telephone number. Since it is necessary to secure this information so you can track responses, a Ratee Identification Form should be prepared. An example of a completed Ratee Identification Form is included in Appendix C. Appendix D contains a blank form that can be duplicated and used for tracking responses.

1. Hand out the Ratee Identification Form.

2. Have each ratee fill in his or her personal information opposite the ID number on the form corresponding to the ID number on the *LAI* forms he or she has received.

3. MATCHING THE CORRECT ID NUMBERS IS ESSENTIAL. Double checking this process is suggested.

C. Provide directions for completing the Self-Rating Form.

1. It takes approximately 15 minutes to complete the Self-Rating Form. (The ratees can also take the form with them and fill it out at a later date.)

2. Explain the use of ID numbers to ratees: (1) the number provides greater confidentiality than using names on the Self-Rating Form; (2) only you (the coordinator) will have access to the Ratee Identification Form; and (3) ID numbers on Observer-Rating Forms are needed for associating raters and ratees.

3. Have each ratee indicate on the Self-Rating Form the *one* norm group with which he or she wishes to be compared. The two norm groups are vocational administrators and vocational teacher leaders. See Appendix F for definitions of each norm group. Appendix F can also be used as a transparency when explaining the two norm groups to your group of ratees.

4. Reinforce to the ratees the need to be as realistic as possible in assessing their own attributes, and to mark only one response circle.

5. For your presentation convenience, the above directions are also included in Appendix E.

D. Have ratees complete the Self-Rating Forms.

E. Collect the Self-Rating Forms.
(If the ratees took the *LAI*s with them, remind ratees to return them by the due date indicated.)

F. Provide directions to ratees for distributing the five Observer-Rating Forms.

1. Ratees are to give the Observer-Rating Forms to five raters who (1) report to the ratee either directly or indirectly (or, in the event that there are not five subordinates, the *LAI* can be given to peers), and (2) know the ratee well in relation to work. Raters should *not* be superiors.

2. Ratees should provide reasons as to why they are seeking the raters' help such as (1) they wish to improve their performance as leaders, and the assessment of leader attributes is the first step in that process; and (2) observer-ratings will be compared with self-ratings and with a norm group to determine which attributes need the most strengthening.

3. Assure raters of the confidentiality of their responses: (1) The completed Observer-Rating Form will be sent directly back to the coordinator of the assessment activity by the rater using a stamped, return-addressed envelope, so the person being rated will *not* see the rater's responses; (2) neither the ratee's nor the rater's name appear on the forms; (3) only the ID number associates the ratee and the ratings, and only the coordinator has access to the ID number code; and (4) all feedback to the persons being rated will be in the form of averages from a group of raters.

4. No more than 20 minutes are required to complete the Observer-Rating Form.

5. Ratees should urge raters to complete and return the Observer-Rating Form to the coordinator by the date shown on the form.

6. For your presentation convenience, the above directions are also included in Appendix G.

G. Coordinator provides five stamped, return-addressed envelopes to each ratee.

The envelopes must be addressed to you (the coordinator) so that the five completed Observer-Rating Forms will be returned *directly* to you. The stamp ensures a higher return rate. Returning the forms directly to you ensures confidentiality. (If the ratees did not fill out the Self-Rating Forms in the classroom, give them another stamped, return-addressed envelope for the return of their Self-Rating Forms.)

FOLLOW-UP ON NONRESPONDENTS AND SCORE RESPONSES

A. Follow-up nonrespondents

A *minimum of three responses from raters* for each ratee is considered essential to securing reliable average ratings. If the coordinator does not receive at least three responses, she or he will need to follow up on the nonrespondents.

1. Use the Ratee Information Form to check off the Observer-Rating Forms as they are returned and to record the number of ratees who have returned Self-Rating Forms if the ratees took their forms with them and did not fill them out in the classroom.

2. In the event that the ratee does not return the Self-Rating Form, or, if fewer than three raters complete Observer-Rating Forms for a ratee, then a follow-up of nonrespondents is necessary.

   a. Using the information on the Ratee Information Form, contact the nonresponding ratees (Self-Rating Forms) and the ratees with nonresponding raters (Observer-Rating Forms).

b. Urge ratees to return their Self-Rating Forms and/or to contact all five of their observer-raters and convince them to complete and return their Observer-Rating Forms (if they have not already done so). [Note that since the ratees and you will not know who among the five raters have not responded, the ratees will have to contact all five of the persons to whom they have given Observer-Rating Forms.]

c. If it is necessary to secure three ratings, additional subordinates or peers who know the ratee well in relation to work can be asked to provide ratings.

3. Be prepared to send additional copies of both Self-Rating and Observer-Rating Forms to ratees who have misplaced, or whose raters have misplaced, the original forms.

4. If a ratee does not return a Self-Rating Form, the feedback report can still be generated with only observer ratings. However, if fewer than three raters return their Observer-Rating Forms, you should not generate an Individualized Feedback Report. You will have to tell the ratee that an insufficient number of responses were received and, thus, preparing an Individualized Feedback Report was not possible.

B. Score responses (all scores are rounded to the nearest tenth of a point).

Look at Appendix H. It is an example of a completed Scoring Worksheet for one ratee. This Scoring Worksheet was generated using data from mock *LAI* Self-Rating and Observer-Rating Forms. The data on the example Scoring Worksheet was also used to generate the example Individualized Feedback Report in Appendix A. You will need to generate one of these Scoring Worksheets for each ratee in your group using actual data from their Self-Rating and Observer-Rating Forms.

1. Duplicate the Scoring Worksheet in Appendix I: one for each ratee.

2. Take out the first ratee's Self-Rating Form. Enter her or his norm group choice and ID number on the first Scoring Worksheet.

3. For each self-rating on the Self-Rating Form, enter the value in the "Self-Ratings" column of the Scoring Worksheet for each attribute.

4. In addition to recording the self-ratings for each attribute, an average score of all attributes is calculated and is called "Item 38."

   a. Add the "Self-Ratings" column and enter the number in the box provided.

   b. Divide the sum by the number of attribute scores. Usually it will be 37; however, if a self-rating on one attribute is missing, then you would divide the sum by 36.

   c. Enter this average in the box after the "38." on the Scoring Worksheet.

5. The observer-rating score that will be used for feedback purposes is the average of the ratings of the three to five observers. The average observer-rating score for each of the 37 attributes is the mean of the ratings assigned by the three to five observer-raters for a given attribute. "Item 38" is the mean of all 37 average observer-ratings.

   a. Make sure that you have received at least three Observer-Rating Forms for the ratee for whom you are preparing an Individualized Feedback Report.

   b. Enter the observer-ratings for each observer in the columns under "Observer-Ratings" which are labeled 1 through 5. Each column will contain one rating.

   c. It does not matter which column you enter the observer-ratings in as long as there are at least three raters (e.g., you might have received ratings back from raters 1, 2, and 5. You can enter raters 1 and 2 data in columns 1 and 2, then enter rater 5's data in either column 3, 4, or 5).

   d. If a rater has not rated the ratee on an attribute, leave the cell blank.

e. Make sure that you are entering the rating for the correct attribute by frequently checking the number of the attribute you are recording.

f. If a ratee has only four raters who returned the Observer-Ratings Forms, then you would only have four columns filled in on the Scoring Worksheet.

6. Add the ratings for each attribute and place the sum in column "A" for each attribute.

7. Count the number of ratings for each attribute and place this number in column "B."

8. Divide the sum of ratings by the number of ratings (column A divided by column B) and place the average for each attribute in column "C."

9. Add the 37 averages (column "C") and record this number at the bottom of the column.

10. Divide the sum of column "C" by the number of average scores. Usually this will be 37 averages; however, if you are missing an average score in column "C" (because of missing data), divide the sum by the number of averages available. Place this mean of the averages in the box next to Item 38.

PREPARE INDIVIDUALIZED FEEDBACK REPORTS

A. Complete Chart 1.

Chart 1 compares the ratee's self-ratings with the average of three to five observer ratings on each of the 37 attributes and the average (mean) of the 37 attributes. An example of a completed Chart 1 is shown in Appendix A.

1. A *blank* form of Chart 1 is contained in Appendix J. Make a copy of the blank form for each ratee.

2. Take out the first ratee's Scoring Worksheet.

3. Using the data on each ratee's Scoring Worksheet and a blank Chart 1,

   a. Enter the ratee's ID number in the space provided.

   b. Plot the 38 self-ratings in BLUE ink using the letter "**O**."

   c. Plot the 38 averages of three to five observer-ratings in RED ink using the letter "**X**."

4. The next step in graphing is to determine the standard errors of measurement for each observer-rating attribute. The standard error of measurement (SEM) is an approximation of the score's range of error. The SEM was determined by calculating the variance in scores obtained from a large number of groups of observers for each attribute. The SEM is used to indicate that groups of observers, when rating the same ratee, will vary slightly. Typically, any score obtained through sampling will vary slightly over samples. Therefore, a range is reported to the person being rated. It makes the average score more realistic.

   a. Look at Table 1 in Appendix K. It contains the SEMs for each of the 37 attributes and the average (Item 38) for two norm (comparison) groups–vocational administrators and vocational teacher leaders.

   b. Determine the norm group with which each ratee has chosen to be compared. Then, identify the proper SEM in the table for *each* of the 38 attribute items. For example, the SEM for the attribute "coaching" (attribute 29) is $\pm$.5 points for the vocational administrator norm group and $\pm$.4 for the vocational teacher leader group.

5. Using the appropriate norm group, plot the SEMs on Chart 1 by drawing a RED horizontal line of the proper length through each of the 38 averages of the three to five observer-ratings. For example, if the SEM is $\pm$.4 points, the horizontal line should extend .4 points on either side of the center of the average rating (----X----). *Look again at the example of a Chart 1 in the Individualized Feedback Report example in Appendix A.* Before beginning to plot the SEMs, see number 7 below.

6. Most of the SEMs are ±.4 points, therefore, for ease in plotting, look down the appropriate norm group column and plot those SEMs which are .5 and .3 points first. Then plot the ±.4 SEMs. This will also decrease the possibility of making errors in plotting the SEMs.

B. Complete Chart 2.

Chart 2 compares the average of the three to five observer-ratings with the rating of a norm (comparison) group. The norm group ratings for each attribute are already plotted. As before, there are two norm groups: vocational administrators and vocational teacher leaders. The ratee's average observer-ratings are compared with the norm group which the ratee has chosen.

1. Appendix L and Appendix M contain blank Chart 2s for comparison with vocational administrators or vocational teacher leaders, respectively. Make enough copies of each type of Chart 1 to accommodate the choices of the ratees.

2. Enter the ratee's ID number on each chart.

3. Using the same data as you used for Chart 1, plot the 38 averages of the three to five ratees and their SEMs in RED ink utilizing the letter "X." (It might seem redundant plotting the same rating scores on two different charts; however, it was decided that putting all three comparisons [self-ratings, observer-ratings, and norm group ratings] on the same chart would be confusing to the ratee. Because of the value of providing clear feedback to the ratee, it was decided that two separate charts would be preferable.)

C. Complete Chart 3.

Using the observer rating scores from the *LAI*, it is possible to predict leadership effectiveness scores. The observers who rated each member of the norm group on the *LAI* also rated him or her on another instrument called the *Leader Effectiveness Index* (*LEI*). The *LEI* is an instrument that assesses the effectiveness of a leader's performance. The correlation coefficient between the score on the *LEI* and the average of the 37 *LAI* attributes is .86 for the vocational administrator norm group

and .79 for the vocational teacher leader norm group. Thus, given the average *LAI* scores of ratees, it is possible to predict *LEI* leader effectiveness scores.

Chart 3 provides a prediction of the ratee's effectiveness as a leader in the norm group he or she has chosen. A completed Chart 3 is included in Appendix A. There are two forms of Chart 3—one for the vocational administrator norm group in Appendix N and one for the vocational teacher leader norm group in Appendix O.

1. Given each ratee's choice of a norm group with which to be compared, duplicate as many of each type of Chart 3 as are needed.

2. Look at Table 2 in Appendix P.

3. Table 2 contains *LAI* "Item 38" scores (average attribute scores of the 37 *LAI* observer-ratings) for each ratee and the predicted *LEI* score. The second column is the predicted *LEI* score in the vocational administrator comparison group and the third column is the predicted *LEI* score in the vocational teacher leader comparison group.

4. Enter the ratee's ID number on Chart 3.

5. Using each ratee's data from the Scoring Worksheet (Item 38) and Table 2, (1) plot the predicted effectiveness score using an "X," and (2) plot the standard error of estimate (.2 points above and below the predicted effectiveness score) on the appropriate norm group form of Chart 3.

PRESENT THE FEEDBACK REPORTS TO RATEES

A. Assemble the feedback reports.

1. Each Individualized Feedback Report consists of the text material in Appendix Q and Charts 1, 2, and 3 that you have prepared for each ratee.

2. Duplicate a copy of Appendix Q for each ratee.

3. Attach to each Appendix Q the Charts 1, 2, and 3 that have been prepared for a given ratee. (The ID numbers on the charts will be the same.)

4. Enter the ratee's name on the title page of Appendix Q. (This information is available on the Ratee Identification Form.)

B. Distribute and interpret the Individualized Feedback Reports.

1. Make transparencies of anonymous sets of Charts 1, 2, and 3.

2. Use the transparencies to explain the meaning of the results depicted on the charts.

3. Assist ratees in interpreting their own results.

4. Provide information about how ratees might use the results of the assessment as a basis for strengthening some of their leader attributes. (See the section in Appendix Q on "Using the Feedback Results.")

ALTERNATIVE DIRECTIONS FOR ADMINISTERING THE *LAI* BY MAIL

The preceding instructions for administering the *LAI* assumed that you would assemble a group and administer the initial steps in *LAI* administration in a group setting. The *LAI* can also be mailed initially to the ratee group you wish to evaluate. The following are some differences in the steps that need to be considered if you are mailing the *LAI* to ratees.

"Administer the Instruments" Section

1. Step B - Prepare a Ratee Identification Form. You would have to complete the form for each ratee *before* mailing out the *LAI*s. Carefully check to make sure that the ID number entered on the *LAI* matches the number assigned to the ratee on the Rater Identification Form.

2. Step C - Prepare Directions for Completing the Self-Rating Form. These directions should be sent to ratees in a cover letter (see Appendix E).

3. Step F - Prepare Directions to Ratees for Distributing the Five Observer-Rating Forms. These directions should be sent to ratees in a cover letter (see Appendix G).

4. Step G - Coordinator Provides Five Stamped, Return-Addressed Envelopes to Each Ratee. *Six* stamped, return-addressed envelopes should be sent to each ratee—five for returning the Observer-Rating Forms and one for returning the Self-Rating Form.

5. Mail to each ratee (1) one Self-Rating Form; (2) five Observer-Rating Forms; (3) directions for completing the Self-Rating Form; (4) directions for completing the Observer-Rating Forms; (5) six stamped, return-addressed envelopes; and (6) any optional information forms you have devised.

CONCLUSION

The instructions contained in this document should suffice in leading you through the process of administering, scoring, and providing feedback to groups of individuals interested in enhancing their leader attributes in an effort to become more effective leaders. The following is a list of other *LAI* and *LEI* NCRVE products and published articles that you might find interesting:

Finch, C. R. (1993). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Finch, C. R., Gregson, J. A., & Faulkner, S. L. (1991). *Leadership behaviors of successful vocational education administrators* (MDS-097). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Finch, C. R., Gregson, J. A., & Reneau, C. E. (1992). *Vocational education leadership development: Resources, selection and application* (MDS-188). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Finch, C. R., Reneau, C. E., Faulkner, S. L., Gregson, J. A., Hernández-Gantes, V., & Linkous, G. A. (1992). *Case studies in vocational education administration: Leadership in action* (MDS-279). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Migler, J. R. (1991). *Selected leadership attributes and styles of administrators in exemplary vocational education institutions and administrators in Minnesota technical colleges.* Unpublished doctoral dissertation, University of Minnesota, St. Paul.

Moss, J., Jr., Finch, C. R., & Johansen, B.-C. (1991). What makes a vocational administrator an effective leader? *Journal of Industrial Teacher Education, 29*(1), 1-15.

Moss, J., Jr., & Jensrud, Q. (1995). Gender, leadership, and vocational education. *Journal of Industrial Teacher Education, 33*(1), 6-23.

Moss, J., Jr., Jensrud, Q., & Johansen, B.-C. (1992). *An evaluation of ten leadership development programs for graduate students in vocational education* (MDS-293). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Moss, J., Jr., Johansen, B.-C., & Preskill, A. (1991). Developing the Leader Attributes Inventory: An odyssey. *Journal of Industrial Teacher Education, 28*(2), 7-22.

Moss, J., Jr., Lambrecht, J. J., Jensrud, Q., & Finch, C. R. (1994). *Leader attributes inventory manual* (MDS-730). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Moss, J., Jr., Lambrecht, J. J., Jensrud, Q., & Finch, C. R. (1994). *Leader effectiveness index manual* (MDS-815). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley

Moss, J., Jr., Leske, G. W., Jensrud, Q., & Berkas, T. H. (1994). An evaluation of seventeen leadership development programs for vocational educators. *Journal of Industrial Teacher Education, 32*(1), 26-48.

Moss, J., Jr., & Liang, T. (1990). *Leadership, leadership development, and the National Center for Research in Vocational Education* (MDS-041). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

Moss, J., Jr., Schwartz, S. L., & Jensrud, Q. (1995). *Preparing leaders for the future: A developmental program for underrepresented groups in vocational education* (MDS-736). Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

All products should be listed in ERIC. All products with an MDS number can be purchased at cost from

NCRVE–Materials Distribution Service (MDS)
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652
Fax: (309) 298-2869

If you have any questions or wish to discuss the current status of using the *LAI* and/or *LEI*, please feel free to contact

Qetler Jensrud, Ph.D.
University of Minnesota
210 VoTech Education Building
1954 Buford Avenue
St. Paul, MN 55108
(612) 624-3092
Fax: (612) 624-2231

Enjoy!!

Appendices

Appendix A

Leader Attributes Inventory Individualized Feedback Report (Example)

Appendix A

LEADER ATTRIBUTES INVENTORY
INDIVIDUALIZED FEEDBACK REPORT

Prepared For

CARMA SMITH

Prepared By

KATRA JONES

8 11 95

(Month) (Day) (Year)

LAI INDIVIDUALIZED FEEDBACK REPORT

Introduction

You recently completed the Self-Rating Form of the *Leader Attributes Inventory* (*LAI*) and requested five of your subordinates (or peers) who know you well at work to complete the *LAI* Observer-Rating Forms. The purpose of this report is to provide you with feedback based upon the completed forms so that you (the ratee) can (1) check on the realism of your perceived leader attributes and (2) plan to further develop a selected number of the leader attributes.

Three types of feedback are contained in the report. First, Chart 1 compares your self-ratings on the 37 leader attributes (and the average of the 37 attributes) with the average ratings of the observers you selected and who completed the *LAI*.[1] Second, Chart 2 compares the average ratings of your observers with the norm (comparison) group that you selected. Third, Chart 3 predicts the level of your performance as a leader in the appropriate norm (comparison) group.

In addition to presenting the charts, the report also explains how the information should be interpreted and, finally, provides some guidance about how the results may be used to plan the further development of a few leader attributes.

Comparing Self- with Observer-Ratings

Chart 1 compares your self-ratings with the average observer-ratings on each attribute and on the average rating of all 37 attributes.

The average observer-rating score and the self-rating score are in raw score form as contained on the *LAI*: 1 means *very undescriptive*; 2 is *undescriptive*; 3 is *somewhat undescriptive*; 4 is *somewhat descriptive*; 5 is *descriptive*; 6 is *very descriptive*. The higher the rating, the better the desirable attribute describes you. Each average observer-rating score shown on the Individualized Feedback Report is the mean of the ratings of three to five individual observers who returned completed *LAI* forms. If fewer than three observers

[1] A minimum of three observers was required to report average observer ratings.

completed the Observer-Rating Form, an average observer score is not shown on the Individualized Feedback Report.

The standard error of measurement of the three to five individual observer-ratings for each attribute is shown as a line through the average observer-rating. The standard error is a measure of the uncertainty of the precision of the mean rating of the three to five individual observers that were actually used. Consequently, instead of thinking about an average rating for each attribute, it is more accurate to think of a *range* of likely average ratings for each attribute. Thus, if your self-rating is higher or lower than plus or minus one standard error from an average observer rating, then you can be reasonably confident that there is a difference worth noting between the average observer- and the self-rating.

Also note that differences between average observer- and self-ratings can be interpreted in terms of the descriptors used on the *LAI* scale. A difference of one or more points means you and your raters have different qualitative perceptions of the extent to which the attribute is possessed, for example, *descriptive* vs. *very descriptive*.

Comparing Observer-Ratings with a Norm Group

Chart 2 compares the average observer-rating on each attribute (and on the average rating of all 37 attributes) with a norm group. Two norm groups are available for comparison. One group consists of 388 chief vocational administrators and vocational department heads in technical colleges, community colleges, and specialized secondary vocational schools. The second group consists of 163 vocational teacher leaders. These are teachers, counselors, and other professional vocational educators who are not administrators but who are considered to be influential faculty members. All three groups were drawn purposively from the following states: Arkansas, Colorado, Florida, Georgia, Illinois, Iowa, Maryland, Ohio, Oklahoma, Oregon, Tennessee, and Wisconsin. *The name of the norm group used in comparison with your average observer-ratings is shown in the title of Chart 2.*

Both the average rating of your three to five individual observers and the average rating of the members of a norm group on each attribute (and on the average of all 37 attributes) have been plotted on Chart 2.

The standard errors of measurement are shown as lines through both sets of average ratings. The standard error is a measure of the uncertainty of the precision of the mean rating of your individual observers and of the raters in the norm group. Consequently, instead of thinking about the average rating for each attribute, it is more accurate to think of a *range* of likely average ratings for each attribute. Thus, if a line representing the standard error of your three to five observers on a given attribute does *not* overlap the line representing the standard error of the average rating of the norm group members on the same attribute, then you can be reasonably confident that there is a real difference between your average rating and the average rating of the norm group. On the other hand, the more the lines of standard errors overlap, the more likely it is that your average rating is the same as the average rating of the norm group members.

Predicting Level of Performance as a Leader

Chart 3 predicts the level of your performance as a leader compared with members of the norm group named in the title of the chart. You chose to be compared with this norm group.

The observers who rated each member of the norm group on the *LAI* also rated her or him on another instrument called the *Leader Effectiveness Index* (*LEI*). The *LEI* is an instrument that assesses the effectiveness of a leader's performance.[2] The correlation coefficient between the score on the *LEI* and the average of the 37 *LAI* attributes is .86 for the vocational administrator norm group and .79 for the vocational teacher norm group. Thus, given the average *LAI* score, it is feasible to predict *LEI* scores (leader effectiveness).

The predicted level of leader performance (*LEI* average score) is not precise. Because the correlation coefficient is not 1.00, the prediction has a standard error of estimate. Given a particular coefficient (less than 1.00), the standard error of estimate can be calculated to determine the margin of error to be expected in the prediction. The higher the correlation coefficient, the lower the standard error of estimate. Each norm group

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[2] For technical information about the *LEI*, see the *Leader Effectiveness Index Manual* which is available from the NCRVE–Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, 1 University Circle, Macomb, IL 61455, (800) 637-7652, fax: (309) 298-2869.

member's average observer-ratings of all 37 attributes was used to predict her or his average *LEI* score. The resulting predicted leader performance score, plus or minus the standard error of estimate, is shown on Chart 3. Use this range when interpreting how effective you are predicted to be.

Using the Feedback Results

Given the results shown on your Individualized Feedback Report, the next step is to utilize that information to plan how you might strengthen some of your leader attributes. The following questions are intended to help guide you in the planning process.

I. *Identify three to five leader attributes that should be further developed.*

A. What are the most important discrepancies between your self-ratings and the average ratings of the observers you selected? (See Chart 1.)

1. On what attribute(s) did you rate yourself at least one standard error higher than your observers?

(a) Why do these differences exist?

(b) Did the observers have enough information to rate you accurately?

(c) Are these the attributes you should consider strengthening?

2. On what attributes did your observers rate you at least one standard error higher than you did?

(a) Did observers have enough information to rate you realistically?

(b) Are you giving yourself enough credit?

(c) How can you capitalize on your strengths?

B. On what attributes did the standard error of your observers and the standard error of the norm group fail to overlap? (See Chart 2.)

1. Is the norm group appropriate? Is it a group you are now in or aspire to?

2. On what attribute(s) was the standard error of your observers lower (non-overlapping) than the standard error of the norm group?

   (a) How did you rate yourself on these attributes?

   (b) Are the observer-ratings realistic?

   (c) Are these the attributes you should consider improving?

3. On what attribute(s) was the standard error of your observers higher (non-overlapping) than the standard error of the norm group?

   (a) How did you rate yourself on these attributes?

   (b) Are the observer ratings realistic?

C. What is your predicted level of performance in the norm group? (See Chart 3.)

1. How critical is your need to improve? (How far away is your predicted level of performance from the level you wish to attain?)

2. How many attributes should be strengthened?

D. What are the three to five attributes with greatest need for attention in the immediate future?

1. What attributes are rated lowest by your observers in relation to self-ratings?

2. What attributes are rated lowest by your observers in relation to the norm group?

3. Will improving these attributes be adequate to satisfy your need or desire to improve your predicted level of performance as a leader?

II. *Formulate a leadership development plan.*

A. Using the attributes to be improved as goals, create tentative action plans that stipulate the activities, resources needed, completion date, and method of measuring progress for each of the attributes.

B. Review the tentative goals and action plans with your observers.

C. Review the tentative goals and action plans with your mentor(s).

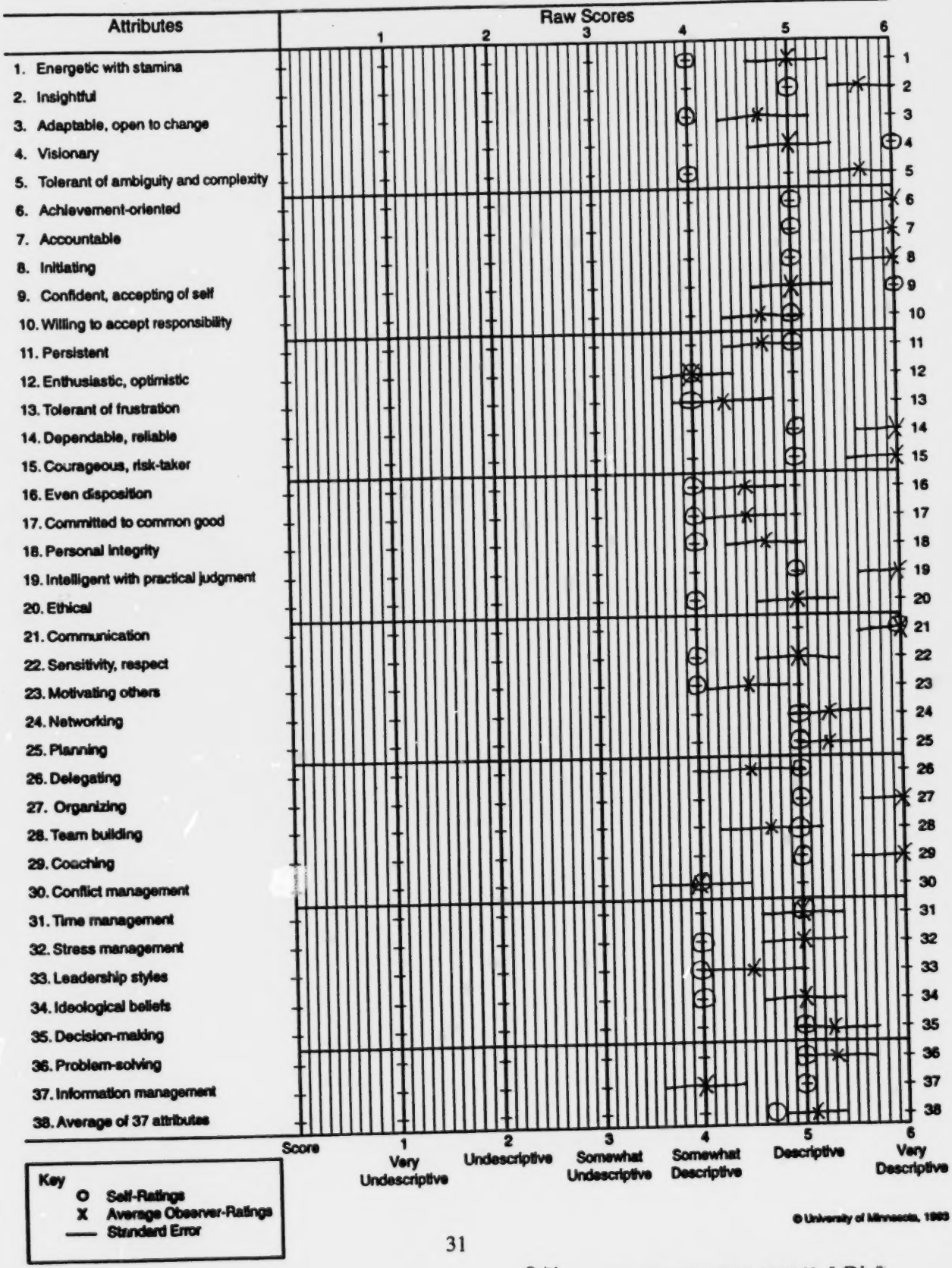
D. Revise the action plans.

E. Initiate the planned activities.

ID# 00070

Chart 1

Comparing *LA*/Self-Ratings with the Average of *LA*/Observer-Ratings



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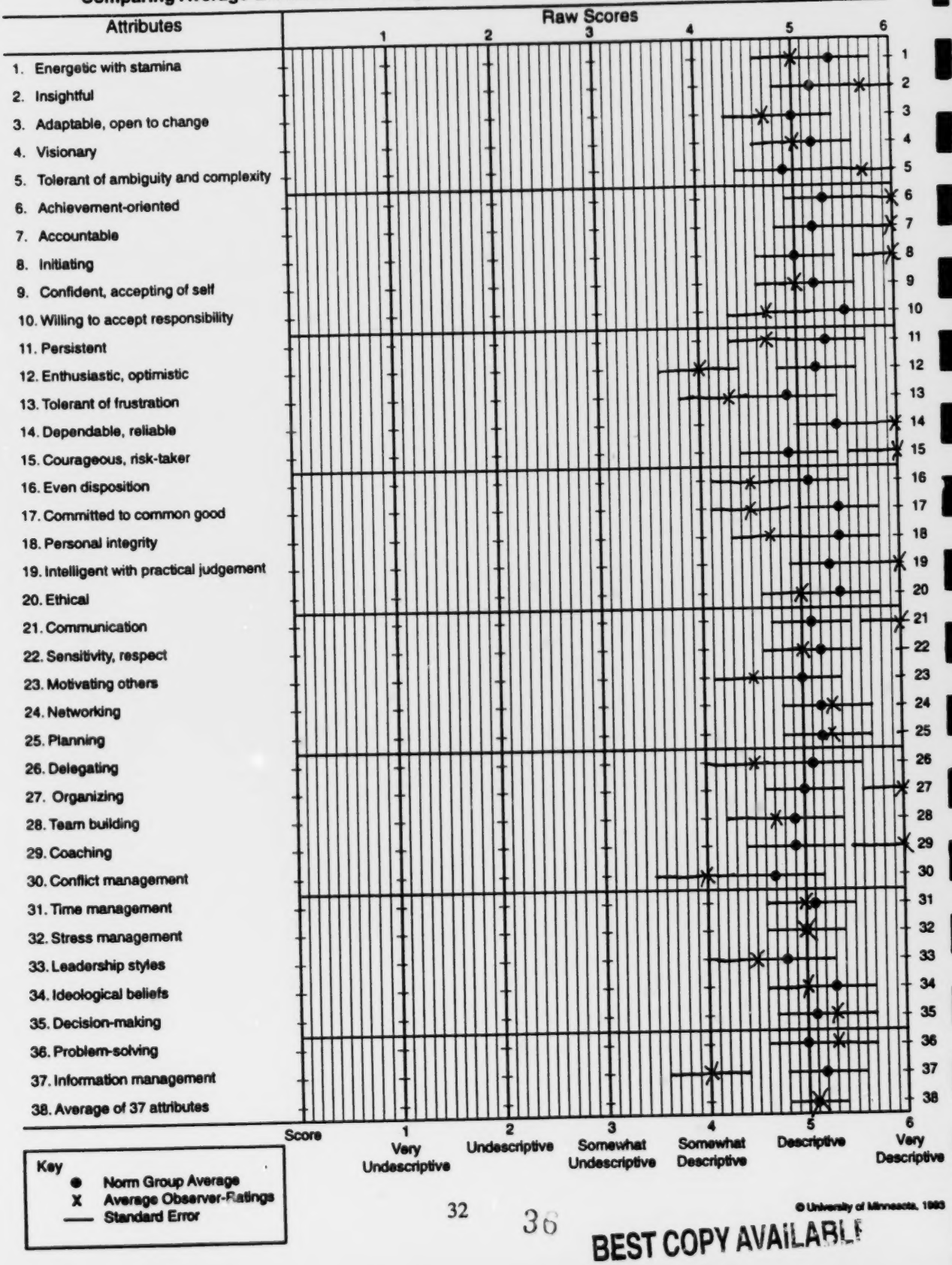
ID# 00010

Chart 2

Comparing Average *LAI* Observer-Ratings with the Vocational Administrator Norm Group



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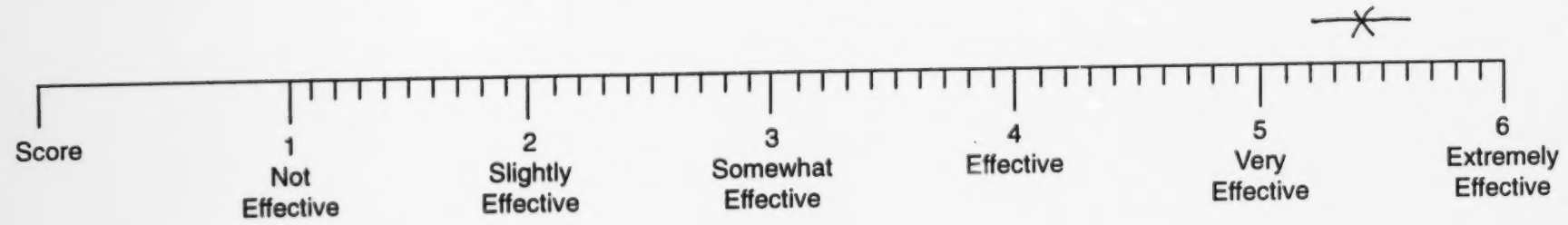
ID# 00010

Chart 3

Predicted Level of Leader Effectiveness: Vocational Administrator Norm Group



Key
x Predicted score
—— Standard error of estimate

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Appendix B
Additional Information (Example)

Appendix B

Please answer the following questions.

1. Present position:
   - ❍ Institution-level administrator
   - ❍ Department-level administrator
   - ❍ Local or state consultant
   - ❍ Teacher/Counselor
   - ❍ Teacher educator
   - ❍ Other_____

2. Years of experience in present or similar positions:
   - ❍ 1-3 years ❍ 10-12 years
   - ❍ 4-6 years ❍ More than 12 years
   - ❍ 7-9 years

3. Type of employer:
   - ❍ Comprehensive secondary school
   - ❍ Specialized secondary school
   - ❍ Comprehensive 2-year postsecondary institution
   - ❍ Specialized 2-year postsecondary institution
   - ❍ Four-year college/university
   - ❍ Local/state agency
   - ❍ Other_____

4. Location of employer
   - ❍ Rural
   - ❍ Suburban
   - ❍ Urban

5. Ethnic group:
   - ❍ African American
   - ❍ Asian
   - ❍ Hispanic
   - ❍ Native American
   - ❍ White
   - ❍ Other_____

6. Gender
   - ❍ Female
   - ❍ Male

Appendix C
Ratee Identification Form (Example)

Appendix C

Ratee Identification Form (Example)

Date instruments distributed: 6 / 10 / 95 (Mo / Day / Yr)

Date completed instruments are to be returned: 7 / 11 / 95 (Mo / Day / Yr)

ID Number	Name (Last name, first)	Telephone No.	Mailing Address: Institution/Street	Mailing Address: City/State	Mailing Address: Zip Code	Ratee Response Rcvd.	No. of Rater Responses Rcvd.
00010	SMITH, CARMA	(612) 222-1442	U OF MN 1954 BUFORD AVE	ST. PAUL, MN	55108	V	IIII
00020	ANDERSEN, JIM	(612) 334-5541	MPLS. TC 426 3RD ST.	MPLS., MN	56242	V	IIII
00030	NILSEN, DEB	(612) 331-4312	ST. PAUL TC 634 MARION ST.	ST. PAUL, MN	55108	V	IIII
00040	JOHNSON, WENDI	(218) 439-2469	ABC INC. 3303 ISLAND DR	HERMANTOWN, MN	55793		IIII
00050	JENNINGS, LARRY	(507) 454-2112	HAIR DESIGN 26 5TH AVE	MAPLEWOOD, MN	55429	V	IIII
00060	SHELDON, SARA	(612) 329-2671	ROOSEVELT H.S. 1700 10TH ST. S.	VIRGINIA, MN	55446	V	IIII
00070	CHUN, CHIN-LI	(218) 426-1131	NORTHWEST CC 3RD ST. S.	CRYSTAL, MN	55469	V	IIII

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Appendix D
Ratee Identification Form (Blank)

Appendix D

Ratee Identification Form

Date instruments distributed: ____/____/____ (Mo Day Yr)

Date completed instruments are to be returned: ____/____/____ (Mo Day Yr)

ID Number	Name (Last name, first)	Telephone No.	Mailing Address			Ratee Response Rcvd.	No. of Rater Responses Rcvd.
			Institution/Street	City/State	Zip Code		

NCRVE, MDS-1049

Appendix E
Directions to Ratees for Filling Out Self-Rating Form

Appendix E

Directions to Ratees for Filling Out Self-Rating Form

ID numbers are used to provide confidentiality during the rating process. I (the coordinator) am the only person who will have access to your names. I will keep a log of your names and your ID numbers. I need the numbers to associate your Self-Rating Form and your Observer-Rating Forms so that I can provide you with an Individualized Feedback Report when all of your forms come back to me.

On the front of your Self-Rating Form there is a place in Section A in which you must indicate whether you would like to get feedback in comparison to a vocational administrator norm group or a vocational teacher leader norm group. If you would like your observer-rating averages compared to other vocational administrators, please darken the circle after this group. Likewise, if you would like your observer-rating averages compared to the vocational teacher leader group, darken that circle. (Put up [or read] the definitions for the two norm groups in Appendix F.)

Please be realistic in assessing your own attributes and mark only one response circle.

Appendix F
Norm Group Definitions

Norm Group Definitions

Vocational Administrators: This norm group consists of a purposive sample of 220 chief vocational administrators and 168 vocational department heads (totaling 388 administrators) in the public technical colleges, community colleges, and specialized secondary vocational schools of twelve states: Arkansas, Colorado, Florida, Georgia, Illinois, Iowa, Maryland, Ohio, Oklahoma, Oregon, Tennessee, and Wisconsin.

Vocational Teacher Leaders: This norm group consists of a purposive sample of 163 professionals in non-administrative/management positions who were nominated by their chief vocational administrators and/or vocational department heads as being particularly influential among their peers in the twelve states.

Appendix G
Directions to Ratees for Having Raters Fill Out the Observer-Rating Forms

Appendix G

Directions to Ratees for Having Raters Fill Out the Observer-Rating Forms

Take the five Observer-Rating Forms and distribute them to five subordinates who know you (the ratee) well (or peers if you do not have enough subordinates). The raters should either directly or indirectly report to you. Raters should *not* be superiors.

(Directions to Ratees)

Tell your raters why you want to get the feedback. For example, tell the raters that you wish to improve your performance as a leader and the assessment of leader attributes is the first step in that process. Also indicate to raters that their ratings will be compared with self-ratings and with a norm group to determine which attributes most need strengthening. Finally, the completed Observer-Rating Forms will be sent directly back to a coordinator using a stamped, return-addressed envelope, so you will *not* see raters' responses. Tell raters their name will not appear on the form, only the ID number associates the different ratings. All feedback will be in the form of averages from the group of raters.

Tell the raters that no more than 20 minutes are required to complete the Observer-Rating Form. Also indicate to the raters that the Observer-Rating Form needs to be sent back *directly* to the coordinator by the date shown on the form.

Appendix H
Scoring Worksheet (Example)

Appendix H
SCORING WORKSHEET (Example)

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Circle Norm group selected: (VA) VTL

ID#: 00010

Attribute No.	Observer-Ratings						(A) Sum of Obs.-Ratings	(B) No. of Obs.-Ratings	(C) A/B=C Avg. Obs.-Ratings
	Self-Ratings	1	2	3	4	5			
1. Energetic with stamina	4	5	5	5	—		15	3	5
2. Insightful	5	6	6	5	—		17	3	5.7
3. Adaptable, open to change	4	5	5	4	—		14	3	4.7
4. Visionary	6	5	5	5	—		15	3	5
5. Tolerant of ambiguity and complexity	4	5	6	6	—		17	3	5.7
6. Achievement-oriented	5	6	6	6	—		18	3	6
7. Accountable	5	6	6	6	—		18	3	6
8. Initiating	5	6	6	6	—		18	3	6
9. Confident, accepting of self	6	5	5	5	—		15	3	5
10. Willing to accept responsibility	5	5	4	5	—		14	3	4.7
11. Persistent	5	5	4	5	—		14	3	4.7
12. Enthusiastic, optimistic	4	4	5	4	5		18	4	4.5
13. Tolerant of frustration	4	4	5	4	—		13	3	4.3
14. Dependable, reliable	5	6	6	6	—		18	3	6
15. Courageous, risk-taker	5	6	6	6	—		18	3	6
16. Even disposition	4	5	5	5	3		18	4	4.5
17. Committed to common good	4	5	4	4	5		18	4	4.5
18. Personal integrity	4	5	4	5	—		14	3	4.7
19. Intelligent with practical judgment	5	6	6	6	—		18	3	6
20. Ethical	4	5	5	5	—		15	3	5
21. Communication	6	6	6	6	—		18	3	6
22. Sensitivity, respect	4	5	5	5	—		15	3	5
23. Motivating others	4	5	4	4	5		18	4	4.5
24. Networking	5	5	6	5	—		16	3	5.3
25. Planning	5	5	6	5	—		16	3	5.3
26. Delegating	5	5	5	5	3		18	4	4.5
27. Organizing	5	5	5	5	—		15	3	5
28. Team building	5	5	5	4	—		14	3	4.7
29. Coaching	5	6	6	6	—		18	3	6
30. Conflict management	4	4	4	4	—		12	3	4
31. Time management	5	5	5	5	—		15	3	5
32. Stress management	4	5	5	5	—		15	3	5
33. Leadership styles	4	5	5	5	3		18	4	4.5
34. Ideological beliefs	4	5	5	5	—		15	3	5
35. Decision-making	5	6	5	5	—		16	3	5.3
36. Problem-solving	5	6	5	5	—		16	3	5.3
37. Information management	5	4	4	4	—		12	3	4
Sum 1 - 37 Sum	173							Sum	188.4
38. Average (divide sum by 37*)	4.7							Divide by 37*. → 38.	5.1

* If you have less than 37 scores, divide the sum by the number of attribute scores in the column.

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Appendix I
Scoring Worksheet (Blank)

Appendix I
Scoring Worksheet

Circle Norm group selected: VA VTL ID#: _____

Attribute No.	Observer-Ratings						(A) Sum of Obs.-Ratings	(B) No. of Obs.-Ratings	(C) A/B=C Avg. Obs.-Ratings
	Self-Ratings	1	2	3	4	5			
1. Energetic with stamina									
2. Insightful									
3. Adaptable, open to change									
4. Visionary									
5. Tolerant of ambiguity and complexity									
6. Achievement-oriented									
7. Accountable									
8. Initiating									
9. Confident, accepting of self									
10. Willing to accept responsibility									
11. Persistent									
12. Enthusiastic, optimistic									
13. Tolerant of frustration									
14. Dependable, reliable									
15. Courageous, risk-taker									
16. Even disposition									
17. Committed to common good									
18. Personal integrity									
19. Intelligent with practical judgment									
20. Ethical									
21. Communication									
22. Sensitivity, respect									
23. Motivating others									
24. Networking									
25. Planning									
26. Delegating									
27. Organizing									
28. Team building									
29. Coaching									
30. Conflict management									
31. Time management									
32. Stress management									
33. Leadership styles									
34. Ideological beliefs									
35. Decision-making									
36. Problem-solving									
37. Information management									
Sum 1 - 37 Sum								Sum	
38. Average (divide sum by 37*)								Divide by 37*. → 38.	

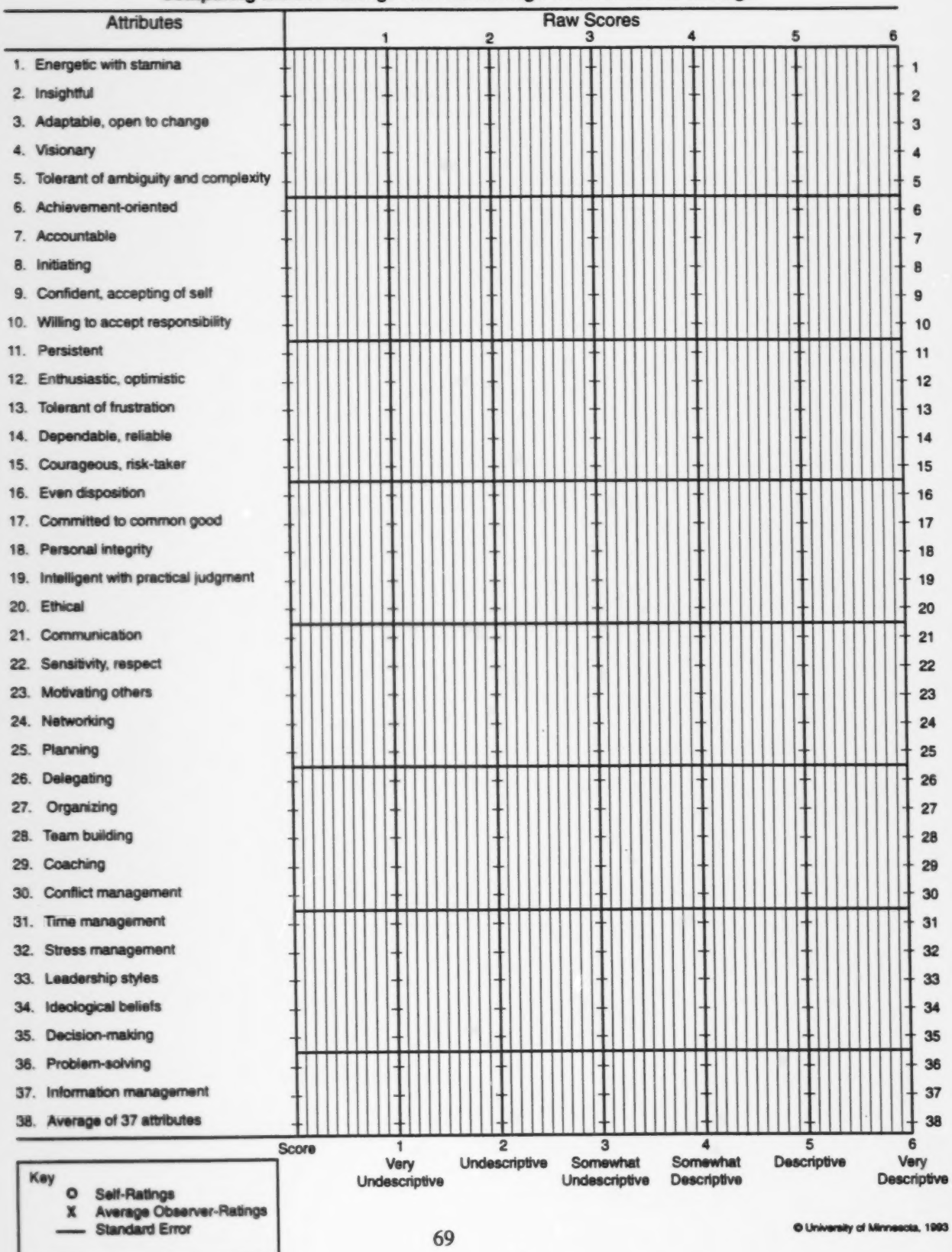
* If you have less than 37 scores, divide the sum by the number of attribute scores in the column.

Appendix J
Chart 1: Comparing *LAI* Self-Ratings with the Average of *LAI* Observer-Ratings (Blank)

Appendix J ID#_____

Chart I

Comparing *LA*/Self-Ratings with the Average of *LA*/Observer-Ratings



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Appendix K
Table 1: Standard Errors of Measurement

Appendix K

Table 1

Standard Errors of Measurement (Raw Score Units)

Attribute	Vocational Admin. Group.	Vocational Teacher Leader Group
1. Energetic with stamina	±.4	±.4
2. Insightful	±.4	±.4
3. Adaptable, open to change	±.4	±.4
4. Visionary	±.4	±.4
5. Tolerant of ambiguity and complexity	±.5	±.4
6. Achievement-oriented	±.4	±.3
7. Accountable	±.4	±.4
8. Initiating	±.4	±.4
9. Confident, accepting of self	±.4	±.4
10. Willing to accept responsibility	±.4	±.4
11. Persistent	±.4	±.4
12. Enthusiastic, optimistic	±.4	±.4
13. Tolerant of frustration	±.5	±.4
14. Dependable, reliable	±.4	±.3
15. Courageous, risk-taker	±.5	±.4
16. Even disposition	±.4	±.5
17. Committed to common good	±.4	±.4
18. Personal integrity	±.4	±.3
19. Intelligent with practical judgment	±.4	±.3
20. Ethical	±.4	±.4
21. Communication	±.4	±.4
22. Sensitivity, respect	±.4	±.4
23. Motivating others	±.4	±.4
24. Networking	±.4	±.4
25. Planning	±.4	±.4
26. Delegating	±.5	±.5
27. Organizing	±.4	±.4
28. Team building	±.5	±.4
29. Coaching	±.5	±.4
30. Conflict management	±.5	±.4
31. Time management	±.4	±.4
32. Stress management	±.4	±.4
33. Leadership styles	±.5	±.5
34. Ideological beliefs	±.4	±.4
35. Decision-making	±.4	±.4
36. Problem-solving	±.4	±.4
37. Information management	±.4	±.4
38. Average of 37 attributes	±.3	±.3

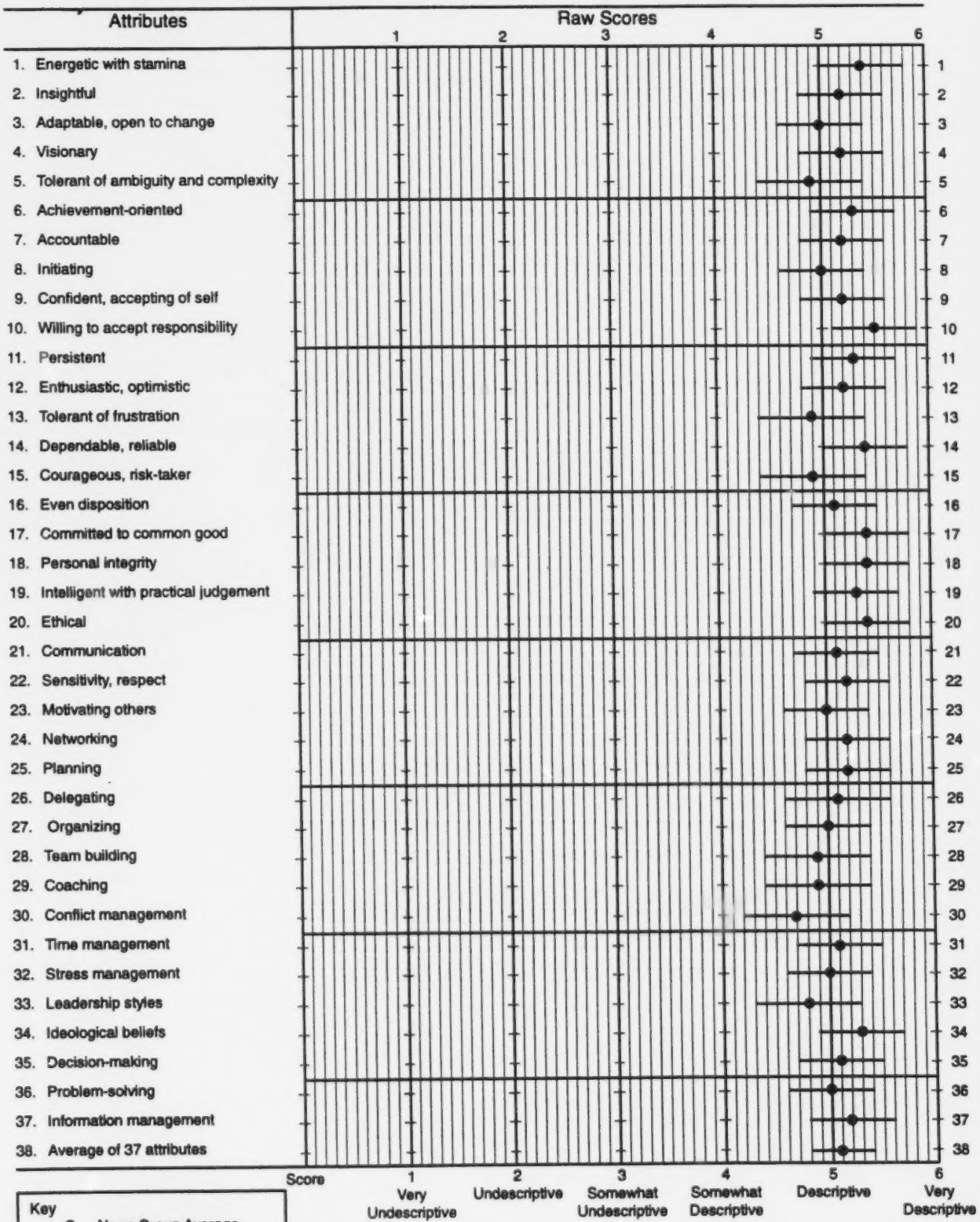
Appendix L

Chart 2: Comparing Average *LAI* Observer-Ratings with the Vocational Administrator Norm Group (Blank)

Appendix L ID#_____

Chart 2

Comparing Average *LA*/Observer-Ratings with the Vocational Administrator Norm Group



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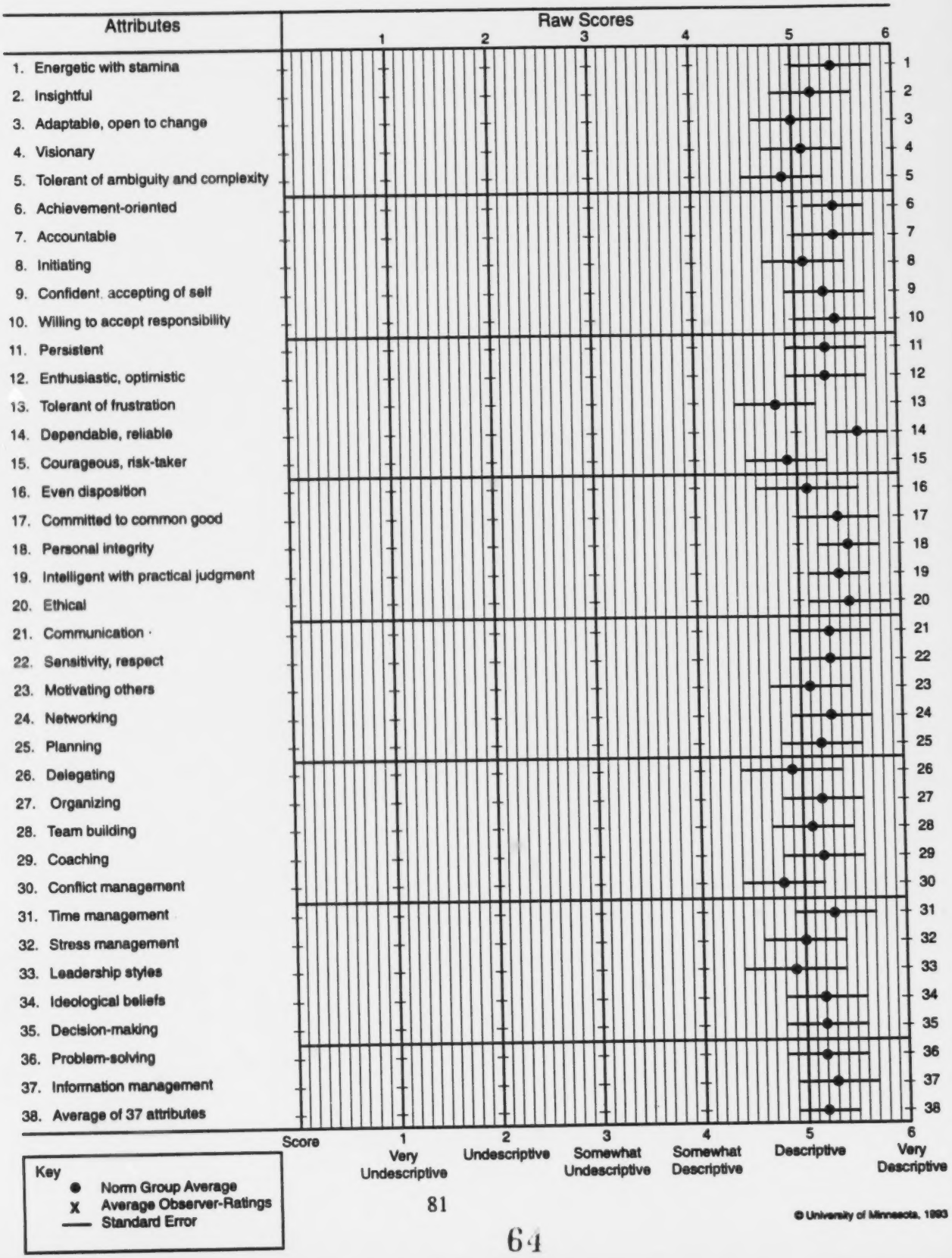
Appendix M

Chart 2: Comparing Average *LAI* Observer-Ratings with the Vocational Teacher Leader Norm Group (Blank)

ID#_ _____

Comparing Average *LAI* Observer-Ratings with the Vocational Teacher Leader Norm Group



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Appendix N

Chart 3: Predicted Level of Leader Effectiveness:
Vocational Administrator Norm Group (Blank)

Appendix N

ID#_____

Predicted Level of Leader Effectiveness: Vocational Administrator Norm Group

Key
x Predicted score
—— Standard error of estimate

NCRVE, MDS-1049

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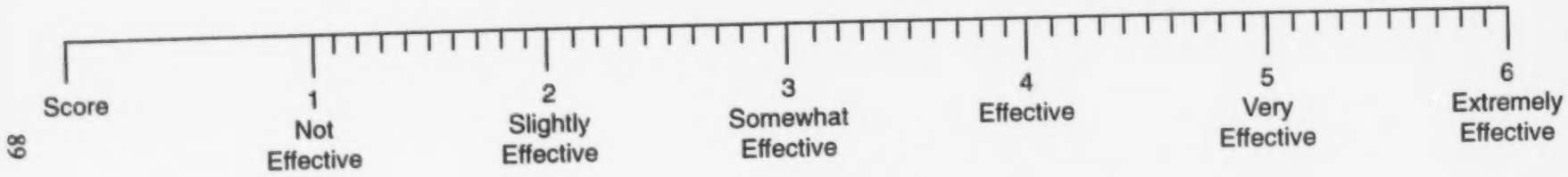
Appendix O

Chart 3: Predicted Level of Leader Effectiveness:
Vocational Teacher Leader Norm Group (Blank)

Appendix O

ID#_____

Predicted Level of Leader Effectiveness: Vocational Teacher Leader Group



68

Key
x Predicted score
—— Standard error of estimate

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Appendix P

Table 2: Predicted *LEI* Scores from *LAI* Scores

Appendix P

Table2

Predicted *LEI* Scores from *LAI* Scores (Raw Scores)

LAI Rating	Predicted *LEI*	
	Vocational Administrator Norm Group (SE ± .2 pts.)	Vocactional Teacher Leader Norm Group (SE ± .2 pts.)
2.0	3.4	3.7
2.1	3.5	3.7
2.2	3.5	3.8
2.3	3.6	3.8
2.4	3.7	3.9
2.5	3.7	3.9
2.6	3.8	4.0
2.7	3.8	4.0
2.8	3.9	4.1
2.9	4.0	4.2
3.0	4.0	4.2
3.1	4.1	4.3
3.2	4.2	4.3
3.3	4.2	4.4
3.4	4.3	4.4
3.5	4.3	4.5
3.6	4.4	4.5
3.7	4.5	4.6
3.8	4.5	4.7
3.9	4.6	4.7
4.0	4.7	4.8
4.1	4.7	4.8
4.2	4.8	4.9
4.3	4.8	4.9
4.4	4.9	5.0
4.5	5.0	5.1
4.6	5.0	5.1
4.7	5.1	5.2
4.8	5.2	5.2
4.9	5.2	5.3
5.0	5.3	5.3
5.1	5.4	5.4
5.2	5.4	5.4
5.3	5.5	5.5
5.4	5.5	5.6
5.5	5.6	5.6
5.6	5.7	5.7
5.7	5.7	5.7
5.8	5.8	5.8
5.9	5.9	5.8
6.0	5.9	5.9

Appendix Q

Leader Attributes Inventory Individualized Feedback Report

Appendix Q

LEADER ATTRIBUTES INVENTORY
INDIVIDUALIZED FEEDBACK REPORT

Prepared For

_____

Prepared By

_____

_____

(Month) (Day) (Year)

LAI INDIVIDUALIZED FEEDBACK REPORT

Introduction

You recently completed the Self-Rating Form of the *Leader Attributes Inventory* (*LAI*) and requested five of your subordinates (or peers) who know you well at work to complete the *LAI* Observer-Rating Forms. The purpose of this report is to provide you with feedback based upon the completed forms so that you (the ratee) can (1) check on the realism of your perceived leader attributes and (2) plan to further develop a selected number of the leader attributes.

Three types of feedback are contained in the report. First, Chart 1 compares your self-ratings on the 37 leader attributes (and the average of the 37 attributes) with the average ratings of the observers you selected and who completed the *LAI*.[1] Second, Chart 2 compares the average ratings of your observers with the norm (comparison) group that you selected. Third, Chart 3 predicts the level of your performance as a leader in the appropriate norm (comparison) group.

In addition to presenting the charts, the report also explains how the information should be interpreted and, finally, provides some guidance about how the results may be used to plan the further development of a few leader attributes.

Comparing Self- with Observer-Ratings

Chart 1 compares your self-ratings with the average observer-ratings on each attribute and on the average rating of all 37 attributes.

The average observer-rating score and the self-rating score are in raw score form as contained on the *LAI*: 1 means *very undescriptive*; 2 is *undescriptive*; 3 is *somewhat undescriptive*; 4 is *somewhat descriptive*; 5 is *descriptive*; 6 is *very descriptive*. The higher the rating, the better the desirable attribute describes you. Each average observer-rating score shown on the Individualized Feedback Report is the mean of the ratings of three to five individual observers who returned completed *LAI* forms. If fewer than three observers

[1] A minimum of three observers was required to report average observer ratings.

completed the Observer-Rating Form, an average observer score is not shown on the Individualized Feedback Report.

The standard error of measurement of the three to five individual observer-ratings for each attribute is shown as a line through the average observer-rating. The standard error is a measure of the uncertainty of the precision of the mean rating of the three to five individual observers that were actually used. Consequently, instead of thinking about an average rating for each attribute, it is more accurate to think of a *range* of likely average ratings for each attribute. Thus, if your self-rating is higher or lower than plus or minus one standard error from an average observer rating, then you can be reasonably confident that there is a difference worth noting between the average observer- and the self-rating.

Also note that differences between average observer- and self-ratings can be interpreted in terms of the descriptors used on the *LAI* scale. A difference of one or more points means you and your raters have different qualitative perceptions of the extent to which the attribute is possessed, for example, *descriptive* vs. *very descriptive*.

Comparing Observer-Ratings with a Norm Group

Chart 2 compares the average observer-rating on each attribute (and on the average rating of all 37 attributes) with a norm group. Two norm groups are available for comparison. One group consists of 388 chief vocational administrators and vocational department heads in technical colleges, community colleges, and specialized secondary vocational schools. The second group consists of 163 vocational teacher leaders. These are teachers, counselors, and other professional vocational educators who are not administrators but who are considered to be influential faculty members. All three groups were drawn purposively from the following states: Arkansas, Colorado, Florida, Georgia, Illinois, Iowa, Maryland, Ohio, Oklahoma, Oregon, Tennessee, and Wisconsin. *The name of the norm group used in comparison with your average observer-ratings is shown in the title of Chart* 2.

Both the average rating of your three to five individual observers and the average rating of the members of a norm group on each attribute (and on the average of all 37 attributes) have been plotted on Chart 2.

The standard errors of measurement are shown as lines through both sets of average ratings. The standard error is a measure of the uncertainty of the precision of the mean rating of your individual observers and of the raters in the norm group. Consequently, instead of thinking about the average rating for each attribute, it is more accurate to think of a *range* of likely average ratings for each attribute. Thus, if a line representing the standard error of your three to five observers on a given attribute does *not* overlap the line representing the standard error of the average rating of the norm group members on the same attribute, then you can be reasonably confident that there is a real difference between your average rating and the average rating of the norm group. On the other hand, the more the lines of standard errors overlap, the more likely it is that your average rating is the same as the average rating of the norm group members.

Predicting Level of Performance as a Leader

Chart 3 predicts the level of your performance as a leader compared with members of the norm group named in the title of the chart. You chose to be compared with this norm group.

The observers who rated each member of the norm group on the *LAI* also rated her or him on another instrument called the *Leader Effectiveness Index* (*LEI*). The *LEI* is an instrument that assesses the effectiveness of a leader's performance.[2] The correlation coefficient between the score on the *LEI* and the average of the 37 *LAI* attributes is .86 for the vocational administrator norm group and .79 for the vocational teacher norm group. Thus, given the average *LAI* score, it is feasible to predict *LEI* scores (leader effectiveness).

The predicted level of leader performance (*LEI* average score) is not precise. Because the correlation coefficient is not 1.00, the prediction has a standard error of estimate. Given a particular coefficient (less than 1.00), the standard error of estimate can be calculated to determine the margin of error to be expected in the prediction. The higher the correlation coefficient, the lower the standard error of estimate. Each norm group

---

[2] For technical information about the *LEI*, see the *Leader Effectiveness Index Manual* which is available from the NCRVE–Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, 1 University Circle, Macomb, IL 61455, (800) 637-7652, fax: (309) 298-2869.

member's average observer-ratings of all 37 attributes was used to predict her or his average *LEI* score. The resulting predicted leader performance score, plus or minus the standard error of estimate, is shown on Chart 3. Use this range when interpreting how effective you are predicted to be.

Using the Feedback Results

Given the results shown on your Individualized Feedback Report, the next step is to utilize that information to plan how you might strengthen some of your leader attributes. The following questions are intended to help guide you in the planning process.

I. *Identify three to five leader attributes that should be further developed.*

A. What are the most important discrepancies between your self-ratings and the average ratings of the observers you selected? (See Chart 1.)

1. On what attribute(s) did you rate yourself at least one standard error higher than your observers?

(a) Why do these differences exist?

(b) Did the observers have enough information to rate you accurately?

(c) Are these the attributes you should consider strengthening?

2. On what attributes did your observers rate you at least one standard error higher than you did?

(a) Did observers have enough information to rate you realistically?

(b) Are you giving yourself enough credit?

(c) How can you capitalize on your strengths?

B. On what attributes did the standard error of your observers and the standard error of the norm group fail to overlap? (See Chart 2.)

1. Is the norm group appropriate? Is it a group you are now in or aspire to?

2. On what attribute(s) was the standard error of your observers lower (non-overlapping) than the standard error of the norm group?

   (a) How did you rate yourself on these attributes?

   (b) Are the observer-ratings realistic?

   (c) Are these the attributes you should consider improving?

3. On what attribute(s) was the standard error of your observers higher (non-overlapping) than the standard error of the norm group?

   (a) How did you rate yourself on these attributes?

   (b) Are the observer ratings realistic?

C. What is your predicted level of performance in the norm group? (See Chart 3.)

1. How critical is your need to improve? (How far away is your predicted level of performance from the level you wish to attain?)

2. How many attributes should be strengthened?

D. What are the three to five attributes with greatest need for attention in the immediate future?

1. What attributes are rated lowest by your observers in relation to self-ratings?

2. What attributes are rated lowest by your observers in relation to the norm group?

3. Will improving these attributes be adequate to satisfy your need or desire to improve your predicted level of performance as a leader?

II. *Formulate a leadership development plan.*

A. Using the attributes to be improved as goals, create tentative action plans that stipulate the activities, resources needed, completion date, and method of measuring progress for each of the attributes.

B. Review the tentative goals and action plans with your observers.

C. Review the tentative goals and action plans with your mentor(s).

D. Revise the action plans.

E. Initiate the planned activities.

LEADER ATTRIBUTES INVENTORY
Observer-Rating Form

ID NUMBER				

Jerome Moss, Jr.
with the assistance of
Qetler Jensrud, Barry Johansen, Hallie Preskill

Return this completed form by: ____/____/____
Mo Day Yr

SECTION A: Directions

You have been asked to rate the leadership characteristics (attributes) of another person (usually the person who gave you this form). The purpose is to assist in improving the leadership capabilities of the individual by identifying the relative strengths and development needs of her/his leader attributes, so please be as discriminating in your rating as possible.

You will return this form directly to the Coordinator of this assessment activity so the person you are rating will not be able to identify your responses. All feedback to the person being rated will be in the form of averages from a group of raters. We urge you to reflect carefully about each statement. Then rate the person on each statement using the following scale.

① Very Undescriptive
② Undescriptive
③ Somewhat Undescriptive
④ Somewhat Descriptive
⑤ Descriptive
⑥ Very Descriptive

For each of the statements, fill in the circle that best describes the person you are rating.

SECTION B: Attributes

		Very Undescriptive	Undescriptive	Somewhat Undescriptive	Somewhat Descriptive	Descriptive	Very Descriptive
1.	*Energetic with stamina* - Approaches tasks with great energy and works long hours when necessary	①	②	③	④	⑤	⑥
2.	*Insightful* - Reflects on the relationships among events and grasps the meaning of complex issues quickly	①	②	③	④	⑤	⑥
3.	*Adaptable, open to change* - Encourages and accepts suggestions and constructive criticism from co-workers, and is willing to consider modifying plans	①	②	③	④	⑤	⑥
4.	*Visionary* - Looks to the future and creates new ways in which the organization can prosper	①	②	③	④	⑤	⑥
5.	*Tolerant of ambiguity and complexity* - Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding	①	②	③	④	⑤	⑥
6.	*Achievement-oriented* - Shows commitment to achieving goals and strives to keep improving performance	①	②	③	④	⑤	⑥

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ATTRIBUTES

		Very Undescriptive	Undescriptive	Somewhat Undescriptive	Somewhat Descriptive	Descriptive	Very Descriptive
7.	*Accountable* - Holds self answerable for work and willingly admits mistakes	1	2	3	4	5	6
8.	*Initiating* - Frequently introduces new ideas	1	2	3	4	5	6
9.	*Confident, accepting of self* - Appears secure about abilities and recognizes personal shortcomings	1	2	3	4	5	6
10.	*Willing to accept responsibility* - Willingly assumes higher level duties and functions within the organization	1	2	3	4	5	6
11.	*Persistent* - Continues to act on beliefs despite unexpected difficulties	1	2	3	4	5	6
12.	*Enthusiastic, optimistic* - Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities	1	2	3	4	5	6
13.	*Tolerant of frustration* - Acts calmly and patiently even when things don't go as planned	1	2	3	4	5	6
14.	*Dependable, reliable* - Can be counted on to follow through to get the job done	1	2	3	4	5	6
15.	*Courageous, risk-taker* - Willingly tries out new ideas in spite of possible loss or failure	1	2	3	4	5	6
16.	*Even disposition* - Displays a sense of humor and a stable temperament even in stressful situations	1	2	3	4	5	6
17.	*Committed to the common good* - Works to benefit the entire organization, not just self	1	2	3	4	5	6
18.	*Personal integrity* - Speaks frankly and honestly and practices espoused values	1	2	3	4	5	6
19.	*Intelligent with practical judgment* - Learns quickly, and knows how and when to apply knowledge	1	2	3	4	5	6
20.	*Ethical* - Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny	1	2	3	4	5	6
21.	*Communication (listening, oral, written)* - Listens closely to people at work, and organizes and clearly presents information both orally and in writing	1	2	3	4	5	6
22.	*Sensitivity, respect* - Shows genuine concern for the feelings of others and regard for them as individuals	1	2	3	4	5	6
23.	*Motivating others* - Creates an environment in which people want to do their best	1	2	3	4	5	6

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ATTRIBUTES

		Very Undescriptive	Undescriptive	Somewhat Undescriptive	Somewhat Descriptive	Descriptive	Very Descriptive
24.	*Networking* - Develops cooperative relationships within and outside of the organization	1	2	3	4	5	6
25.	*Planning* - In collaboration with others, develops tactics and strategies for achieving organizational objectives	1	2	3	4	5	6
26.	*Delegating* - Appropriately and effectively assigns responsibility and authority	1	2	3	4	5	6
27.	*Organizing* - Establishes effective and efficient procedures for getting work done in an orderly manner	1	2	3	4	5	6
28.	*Team building* - Facilitates the development of cohesiveness and cooperation among the people at work	1	2	3	4	5	6
29.	*Coaching* - Helps people develop knowledge and skills for their work assignments	1	2	3	4	5	6
30.	*Conflict management* - Brings conflict into the open and uses it to arrive at constructive solutions	1	2	3	4	5	6
31.	*Time management* - Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner	1	2	3	4	5	6
32.	*Stress management* - Effectively deals with the tension of high pressure work situations	1	2	3	4	5	6
33.	*Appropriate use of leadership styles* - Uses a variety of approaches to influence and lead others	1	2	3	4	5	6
34.	*Ideological beliefs are appropriate to the group* - Models and demonstrates belief in the basic values of the organization	1	2	3	4	5	6
35.	*Decision-making* - Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions	1	2	3	4	5	6
36.	*Problem-solving* - Effectively identifies, analyzes, and resolves difficulties and uncertainties at work	1	2	3	4	5	6
37.	*Information management* - Identifies, collects, organizes, and analyzes the essential information needed by the organization	1	2	3	4	5	6

Thank you for completing this survey!

Please return the completed survey directly to:

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LEADER ATTRIBUTES INVENTORY
Self-Rating Form

ID NUMBER

Jerome Moss, Jr.
with the assistance of
Oetler Jensrud, Barry Johansen, Hallie Preskill

Return this completed form by: ___/___/___
Mo Day Yr

SECTION A: Directions

1. Select the one norm group to which you wish to be compared:

   ○ Vocational Administrators ○ Vocational Teacher Leaders

2. Thirty-seven leader attributes and their definitions have been identified and are listed on this inventory. Reflect carefully about each definition. Then FILL IN the circle that best describes the extent to which the attribute currently describes you using the following scale.

   ① Very Undescriptive
   ② Undescriptive
   ③ Somewhat Undescriptive
   ④ Somewhat Descriptive
   ⑤ Descriptive
   ⑥ Very Descriptive

Mark only one Circle.

SECTION B: Attributes

		Very Undescriptive	Undescriptive	Somewhat Undescriptive	Somewhat Descriptive	Descriptive	Very Descriptive
1.	*Energetic with stamina* - I approach tasks with great energy and work long hours when necessary	①	②	③	④	⑤	⑥
2.	*Insightful* - I reflect on the relationships among events and grasp the meaning of complex issues quickly	①	②	③	④	⑤	⑥
3.	*Adaptable, open to change* - I encourage and accept suggestions and constructive criticism from co-workers, and am willing to consider modifying plans	①	②	③	④	⑤	⑥
4.	*Visionary* - I look to the future and create new ways in which the organization can prosper	①	②	③	④	⑤	⑥
5.	*Tolerant of ambiguity and complexity* - I comfortably handle vague and difficult situations where there is no simple answer or no prescribed method of proceeding	①	②	③	④	⑤	⑥
6.	*Achievement-oriented* - I show commitment to achieving goals and strive to keep improving performance	①	②	③	④	⑤	⑥

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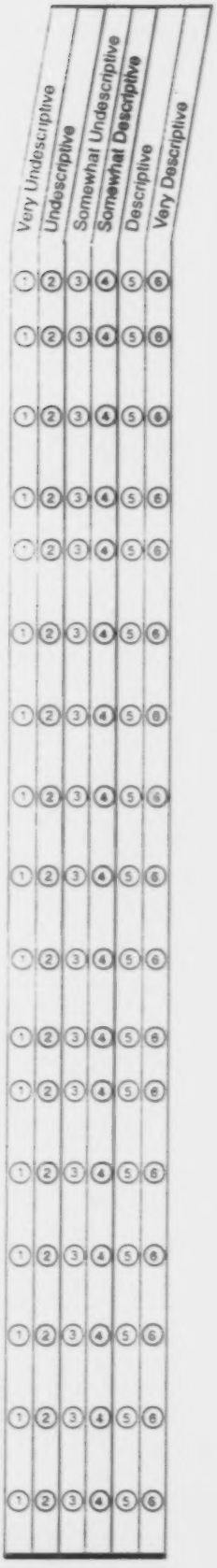
ATTRIBUTES



7. *Accountable* - I hold myself answerable for work and willingly admit mistakes 1 2 3 4 5 6

8. *Initiating* - I frequently introduce new ideas 1 2 3 4 5 6

9. *Confident, accepting of self* - I feel secure about my abilities and recognize personal shortcomings 1 2 3 4 5 6

10. *Willing to accept responsibility* - I willingly assume higher level duties and functions within the organization 1 2 3 4 5 6

11. *Persistent* - I continue to act on beliefs despite unexpected difficulties 1 2 3 4 5 6

12. *Enthusiastic, optimistic* - I think positively, approach new tasks with excitement, and deal with challenges as opportunities 1 2 3 4 5 6

13. *Tolerant of frustration* - I act calmly and patiently even when things don't go as planned 1 2 3 4 5 6

14. *Dependable, reliable* - I can be counted on to follow through to get the job done 1 2 3 4 5 6

15. *Courageous, risk-taker* - I willingly try out new ideas in spite of possible loss or failure 1 2 3 4 5 6

16. *Even disposition* - I display a sense of humor and a stable temperament even in stressful situations 1 2 3 4 5 6

17. *Committed to the common good* - I work to benefit the entire organization, not just myself 1 2 3 4 5 6

18. *Personal integrity* - I speak frankly and honestly and practice espoused values 1 2 3 4 5 6

19. *Intelligent with practical judgment* - I learn quickly, and know how and when to apply knowledge 1 2 3 4 5 6

20. *Ethical* - I act consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny 1 2 3 4 5 6

21. *Communication (listening, oral, written)* - I listen closely to people at work, and organize and clearly present information both orally and in writing 1 2 3 4 5 6

22. *Sensitivity, respect* - I show genuine concern for the feelings of others and regard for them as individuals 1 2 3 4 5 6

23. *Motivating others* - I create an environment in which people want to do their best 1 2 3 4 5 6

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ATTRIBUTES

		Very Undescriptive	Undescriptive	Somewhat Undescriptive	Somewhat Descriptive	Descriptive	Very Descriptive
24.	*Networking* - I develop cooperative relationships within and outside of the organization	1	2	3	4	5	6
25.	*Planning* - In collaboration with others, I develop tactics and strategies for achieving organizational objectives	1	2	3	4	5	6
26.	*Delegating* - I appropriately and effectively assign responsibility and authority	1	2	3	4	5	6
27.	*Organizing* - I establish effective and efficient procedures for getting work done in an orderly manner	1	2	3	4	5	6
28.	*Team building* - I facilitate the development of cohesiveness and cooperation among the people at work	1	2	3	4	5	6
29.	*Coaching* - I help people develop knowledge and skills for their work assignments	1	2	3	4	5	6
30.	*Conflict management* - I bring conflict into the open and use it to arrive at constructive solutions	1	2	3	4	5	6
31.	*Time management* - I schedule my work activities so that deadlines are met and work goals are accomplished in a timely manner	1	2	3	4	5	6
32.	*Stress management* - I effectively deal with the tension of high pressure work situations	1	2	3	4	5	6
33.	*Appropriate use of leadership styles* - I use a variety of approaches to influence and lead others	1	2	3	4	5	6
34.	*Ideological beliefs are appropriate to the group* - I model and demonstrate belief in the basic values of the organization	1	2	3	4	5	6
35.	*Decision-making* - I make timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions	1	2	3	4	5	6
36.	*Problem-solving* - I effectively identify, analyze, and resolve difficulties and uncertainties at work	1	2	3	4	5	6
37.	*Information management* - I identify, collect, organize, and analyze the essential information needed by the organization	1	2	3	4	5	6

Thank you for completing this survey!

Please return the completed survey directly to:

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